

Name: _____ Date: _____

THE HYDROFOIL MYSTERY **COMIC STRIP EPILOGUE: SUMMER 1918**

Now that we've read and discussed *The Hydrofoil Mystery*, it is your task to imagine where Billy, Casey, Mr. Bell, and the rest of the characters have ended up one year after the conclusion of the novel.

Imagine it is the summer of 1918, one year after Billy has saved the hydrofoil from destruction. Think about what he has accomplished during the year in Halifax, and his feelings about returning to Beinn Breagh for this summer. What is he most looking forward to? Does he have any anxieties returning to Mr. Bell's estate? What have the other characters been up to over the winter months? What expectations do they have of Billy upon their return? What are Billy's thoughts about studying engineering at U of T soon?

You will present your epilogue as a comic strip, and will do so by completing this assignment by following the steps below:

STEP #1: BRAINSTORM WITH A STORYBOARD

Gather your thoughts by completing the storyboard distributed in class. Think about the beginning, middle, and end of your comic, as well as the characters you will involve. Think also about the images you will use in each panel, as well as the words each character will say in order to develop the story.

You will have several days in class to work on this. It is due at the end of class on _____.

STEP #2: CREATE A COMIC USING BITSTRIPS

Once your storyboard has been returned with your teacher's comments, you will use it to create your comic strip using the website bitstrips.com in the computer lab. This website will be introduced to you in class, and you will be given login instructions as well. You will have several days in class to work on this. Your final submission is due by the start of class on _____.

STEP #3: SHARE YOUR COMIC WITH THE CLASS

Finally, you will share your comic with the class. Be prepared to provide us with a summary of your epilogue before presenting, and to answer questions about the content of your epilogue as well as decision you made in the creation of your comic. Presentations will begin at the start of class on _____.

Name: _____ Date: _____

The rubric below will be used to evaluate your work:

CRITERIA	LEVEL R (0-4 MARKS)	LEVEL 1 (5 MARKS)	LEVEL 2 (6 MARKS)	LEVEL 3 (7 MARKS)	LEVEL 4 (8-10 MARKS)
<u>Storyboard</u> Use the stages of the writing process	Storyboard is not submitted, is submitted but is partially complete, or makes highly limited use of images and words to plan out comic, and rough notes about beginning, middle and end show highly limited plot development of the epilogue	Storyboard makes limited use of images and words to plan out comic, and rough notes about beginning, middle and end show limited plot development of the epilogue	Storyboard makes some use of images and words to plan out comic, and rough notes about beginning, middle and end show some plot development of the epilogue	Storyboard makes use of images and words to plan out comic, and rough notes about beginning, middle and end show coherent plot development of the epilogue	Storyboard makes thorough use of images and words to plan out comic, and rough notes about beginning, middle and end show thorough plot development of the epilogue
<u>Comic</u> Demonstrate an understanding of, interpret, and create a variety of media texts	Comic is not submitted, is submitted but is partially complete, or is submitted but makes highly limited use of images and words to tell the epilogue	Comic makes limited use of images and words to tell the epilogue	Comic makes some use of images and words to tell the epilogue	Comic makes use of images and words to tell the epilogue	Comic makes thorough use of images and words to tell the epilogue
<u>Presentation</u> Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes	Student does not present their summary, or speaks in a manner that makes it almost impossible to hear and/or understand what they are saying	Student does not speak loudly, clearly, or make use of eye contact and expression, and speaks with limited confidence when sharing their summary	Student attempts to speak loudly, clearly, makes some use of eye contact and expression, and speaks with some confidence when sharing their summary	Student speaks loudly, clearly, with the use of eye contact and expression, and speaks with some confidence when sharing their summary	Student speaks loudly, clearly, with the thorough use of eye contact and expression, and speaks with confidence when sharing their summary

TOTAL: _____/30